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ABSTRACT

Ways that higher education is changing to meet the country's needs are discussed, along with roles that Americans, government, and business can play to help higher education. New developments in higher education include: providing college instruction to nontraditional students (e.g., bright high school students, older adults, women returning to work, and workers); offering weekend colleges and two-week institutes; training employees for high-tech positions; and increasing the number of two-year colleges, which focus on job training and aid to local industries. Trends concerning specific academic programs and graduate study and research are noted, along with the improved management of colleges, and the leadership role assumed by higher education in furthering social justice and equality. Links between colleges and elementary and secondary education are also cited. It is claimed that Americans must understand that higher education is a requirement for America's continued progress in the world. Federal aid is recommended to promote educational opportunities and to support research and graduate education, as well as to assist colleges in areas of national importance. Areas in which state governments and corporations can help higher education are also identified. (SW)

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AMERICA HAS A NEW URGENCY

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The nation must strengthen its educational structure—now. We must invest in the intelligence of people as never before.

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This 1984 statement was prepared in the public interest by the Association Council for Policy Analysis and Research (ACPAR), an organization of 25 higher education associations based in Washington, D.C. The purpose of ACPAR is to identify and bring to national attention issues of concern to all higher education and to stimulate coordinated analysis and research on these public policy issues. The publication of the 1984 statement was supported by grants from Chemical Bank and the Exxon Education Foundation.

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THE CONNECTION BETWEEN AMERICA'S FUTURE AND HIGHER EDUCATION IS CHANGING

Our schools need repair and renewal. Our 3,280 colleges and universities, critical to America's future, need unwavering support—from several sources.

Quietly America's position in the world has been changing. Once the wealthiest nation on earth, the United States is now fifth in per capita income. New economic competition—from Japan and France, Korea and West Germany, Taiwan and Brazil, and a growing number of other countries—has pulled millions of manufacturing jobs away to other lands. Our energy sources have become precarious.

International tensions seem to be growing exponentially, and our national security needs to grow proportionately. The U.S. plans to spend approximately $2 trillion over the next five years on defense. But even those huge expenditures will not really buy us security unless America has an expanded cadre of highly skilled people—engineers, scientists, and managers—to carry out the programs.

The task is clear. The United States needs to think carefully about its new circumstances. And it must act to surge back. Advocates as diverse as Robert Reich, George Gilder, Senator Gary Hart, and President Ronald Reagan have called for resurgence.

To maintain the world's finest, most advanced society America

"Never, in my judgment, has the relationship between the quality of education and the quality of our national life been more direct, more compelling, and more critical than it is today."
—DICK THORNBURGH, Governor, Commonwealth of Pennsylvania

needs the world's finest, most advanced education. Knowledge—new ideas, discoveries, deeper understanding, better facts—is now the basic capital, the fundamental requisite, as crucial as land or oil. A knowledgeable people is more than ever the indispensable resource for any country that hopes to have a vigorous future.

Higher education therefore has become our country's new vital center.

America's colleges and universities, which C.P. Snow once called "the world's glory," are the motors that drive scientific and technological invention, the incubators of innovative art, poetry, and music, the springboards for foreign language

fluency and knowledge of world cultures and religions, the schools that advance our understanding of economics, history, and social philosophy. Free, creative, and magnificently varied, higher education provides the vital nourishment America needs to keep growing.

But to give nourishment higher education itself needs nourishment. Like the America it seeks to support, it needs new kinds of investment.

Thus America has a new urgency: to recognize the increased importance of colleges and universities in America's new circumstances, and to act now to support their work in bolder ways.

America is changing. Colleges and universities are changing. The connection between America's future and higher education is changing. Public thinking and public policy toward higher education need to change as well.

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HOW U.S. HIGHER EDUCATION IS CHANGING

In some ways, U.S. higher education seems much the same as before.

It is still a major industry; the $70 billion of annual outlays for operations is comparable to that of the auto or communications industry. In many communities a college or university continues to be the largest employer and biggest consumer of local goods and services. Despite dire predictions to the contrary, enrollments are holding steady at 12.4 million, up from 9.2 million in 1972. Half

"Our two systems of higher education—public and private—are complementary. Neither alone is capable of meeting all the needs and expectations of society. But together they form an educational enterprise that is the envy of the world."—*FRANK H.T. RHODES, President, Cornell University*

of America's basic research is done at universities, an estimated $5 billion in 1983, along with another $2.4 billion of applied research and development.

Academic freedom is as strong as ever, helping to keep America's colleges as national centers for inquiry, debate, and productive discourse.

The remarkable diversity of America's colleges and universities is still unique in the world. Nearly one-half of the 3,280 campuses are independent, helping to preserve quality, innovation, and academic choice.

This large, diverse system of higher education continues to serve the needs of society as it has for decades, teaching thousands of individuals a sense of history, a capacity for critical thought, an appreciation for what has been and what will be in the arts and the sciences.

And colleges still produce that crucial ingredient for American democracy: an informed citizenry. As Thomas Jefferson said, "If a Nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be . . . If we are to guard against ignorance and remain free, it is the responsibility of every American to be informed."

But a closer look reveals dozens of shifts. A largely unrecognized revolution is taking place inside higher education. America's colleges and universities are renewing themselves.

Colleges have long prepared students aged 17 to 24 for their careers or first jobs. But now colleges are also educating bright high school students, older adults, and women returning to work. They teach executives on the move, engineers who need to keep up, and an expanding army of retirees. Two in five students enrolled today are under 17 or over 25 years of age.

Like the great public libraries, colleges and universities are becoming the human resource centers of this land. People of all ages come to enlarge their minds and recharge their lives. Campus lights burn till

late at night. There are weekend colleges and two-week institutes, and new ties with industry.

Bay State Skills Corporation in Massachusetts is an example. Founded in 1980, several corporations and four universities—Northeastern, Clark, Tufts, and the University of Lowell—have united to train 4,000 people for high-tech positions. Executive director Susan Moulton says the aim is "to get specialized companies hooked up with specialized programs or schools."

"Now, in the last decades of this century, world communications . . . has assumed revolutionary dimensions of speed. . . . If we want to keep our world, we must know how to talk about, to understand, and to deal with theirs."—*WILLIAM O. BAKER, Retired Chairman of the Board, Bell Laboratories*

A whole new segment of higher education has been built in the past three decades. This segment—the two-year community colleges—is different. It concentrates more directly on job training, and on aid to local industries. It is providing millions of new technicians and skilled workers for the post-industrial society. No other nation has given such emphasis to community colleges. Of the 12.4 million students enrolled in higher education, 4.5 million, or 36 percent, are in two-year institutions.

These community colleges can change programs rapidly, and do. They often employ instructors who have industrial or professional work experience as well as university training. They rely heavily on local community financial support. And they are a resilient weapon against economic stagnation.

Alongside the community colleges nearly 8,000 proprietary schools have sprung up across the land, many in the past decade. These postsecondary schools offer short-term, specialized training in new and

"The United States has a potentially large comparative advantage, in that industries and universities can and do cooperate. No other country has this kind of relationship to the degree present here. Universities can take the leadership in this matter and make a major contribution to our society."—*RICHARD M. CYERT, President, Carnegie-Mellon University*

desired fields, especially in business and trade and technical fields.

Colleges and universities are modernizing their academic programs for America's new challenges. Teacher education schools, down one-third in enrollments from a decade ago, are recasting their programs to respond to the shortage of mathematics and science teachers, and to the fact that half the nation's 2.1 million public school teachers will have to be replaced by 1991.

Enrollments in the biological and physical sciences are up; so are the numbers of young people studying art and applied art. In the past 10 years students in engineering have increased by one-half overall, by 81 percent in chemical engineering. And the study of economics, business, and computers is exploding. The teaching of strategic foreign languages is receiving new attention, but not yet new financial support. Those studying Arabic in college have increased between 1970 and 1980 from 1,300 to 3,500, those in Japanese from 6,600 to 11,500.

Despite a large and damaging decline in support for graduate education—the number of federally supported fellowships has dropped from an estimated 51,000 in 1968 to fewer than 10,000 in 1983—universities have tenaciously maintained quality and are now rebuilding for the increase in brainpower necessary. The close connection between Ph.D.'s and the professoriate is being expanded; doctorally-trained intellect is now widely recognized as a critical asset for business, government, and other areas of activity too. In 1983, graduate enrollment increased, for the first time in three years. But the shortage of scholars in fields such as engineering and computer science is alarming.

Research remains vibrant despite relatively few new dollars for university research. As measured in constant dollars, federal support for

university research has gone from $1.8 billion in 1972 to $2.26 billion in 1983. But universities are forging new bonds with major corporations, whose own competitiveness increasingly depends on the scientific, technological, and social science breakthroughs of universities. In 1982, corporations contributed a record $320 million to college and university research and development. Industry now supports about nine percent of all academic engineering research. Major chemical companies have created a Council of Chemical Research, charged with funding research and forging links between academe and industry. Twelve U.S. firms have joined to form the Microelectronics and Computer Technology Corporation, a consortium to sponsor advanced computer research.

Industry has been especially helpful with new equipment. The equipment problem has reached crisis proportions at many universities. A 1980 report by the Association of American Universities found that the age of instruments in use at universities is twice as old as that in industry. Federal funding for scientific equipment and laboratories dropped from $1.1 billion in 1967 to $144 million in 1978—an astonishing drop. If one includes the loss in real dollars through inflation, federal support for research equipment is currently only one-twentieth of what it was 15 years ago—despite the calls

for "reindustrialization."

Somehow American university professors and researchers scientists continue to win a lion's share of Nobel Prizes in medicine, science, and economics. Yet, without a massive reinvestment in its equipment base, the university research community cannot maintain its world leadership. Arthur Schawlow, a laser

"Should corporate contributions to academic research double or even treble, they would still support only a small portion of the total academic research effort. And such support would be concentrated in selected fields. The implication is clear. If the present level of academic research is to be maintained, the principal burden will continue to fall on the public purse, federal and state."—*LEWIS M. BRANSCOMB, Vice President and Chief Scientist, International Business Machines*

physicist who won the Nobel Prize, recalls working with obsolete equipment at Bell Laboratories and then being given new equipment: "We were all amazed at how much time and effort had been lost in designing our work to get around the limitations of our old machines."

The management of colleges and universities has improved substantially. Administrations and productive faculties have been making more effective use of available resources. Innovative use of technology is fighting rising costs. At the

University of Idaho, for instance, a paperless, electronic budget-adjustment system has yielded significant savings.

Fund-raising has improved, as has the return on endowment investments. New procedures for financial planning are in place at many colleges. So are new joint administration-faculty committees for strategic planning, budget making, and priority setting. Market research is being used to become more knowledgeable about shifting student needs. Col-

"If I could choose one degree for the people I hire, it would be English. . . . You can teach a group of Cub Scouts to do portfolio analysis."—*A senior vice president, First Atlanta Corporation*

leges from the University of Maine and Smith College to Tulane University are adjusting their enrollments to demographic changes.

Higher education is playing a leadership role in furthering social justice and equality. The percentage of women students in higher education has gone from 43 percent in 1972 to 52 percent in 1982. In 1980, 26 percent of freshmen enrollments in medical schools, 34 percent in law schools, and 45 percent in business schools, were female. The proportion of black high school graduates who attend college is now almost the same as the proportion of white high

school graduates who go on, though it has slipped a bit in the past few years. And the children of the millions of new immigrants—Hispanic, Caribbean, Vietnamese, Taiwanese, Korean—are attending college in growing numbers.

Nearly every college and university in the land has expanded its remedial work to provide full opportunity for students with academic deficiencies, despite the large costs of such programs. Today half of all high school graduates take no mathematics or science beyond the 10th grade. Only four percent graduate from high school with more than two years of foreign language study. Remedial mathematics enrollments at four-year colleges increased 72 percent between 1975 and 1980. Nearly every campus has new programs in writing.

To help improve elementary and secondary education, numerous colleges and universities are building new ties with the schools. Universities are improving their teacher education programs, and raising their own admissions standards to encourage better study in the high schools. Yale, for example, has a New Haven Teachers Institute, and the University of Missouri and University of Alabama have started similar projects to help the schools. Four Texas universities are forgiving student loans for graduates who teach mathematics or science in Texas public schools. The University of South

Carolina at Spartanburg has created a Science Education Center to aid high school science and mathematics teachers. State universities in Colorado, Iowa, and North Carolina have raised their requirements for undergraduate admission.

Ohio's Kenyon College is one of a hundred colleges now working with teachers to enrich local high school curricula. The president of the University of Utah and the deans at Rhode Island College have written open letters to their states' high school students, urging them to study harder and take the most solid courses.

As this nation faces new international competition and a greater need to understand different cultures as well as America's and the western world's values and roots, the liberal arts become more vital than ever. Paradoxically, as people move into the future, they must comprehend their own past better—if they are to move out wisely.

The liberal arts in American higher education are alive, well, and indispensable. In a nuclear age, judgment is critical. In an age of change, historical perspective and creative ideas are imperative. In the year 1984, especially, we should celebrate language that is precise and telling rather than propaganda. Hundreds of liberal arts colleges in the United States do just that. They are the guardians of reason and sensibility, providing our young people with the

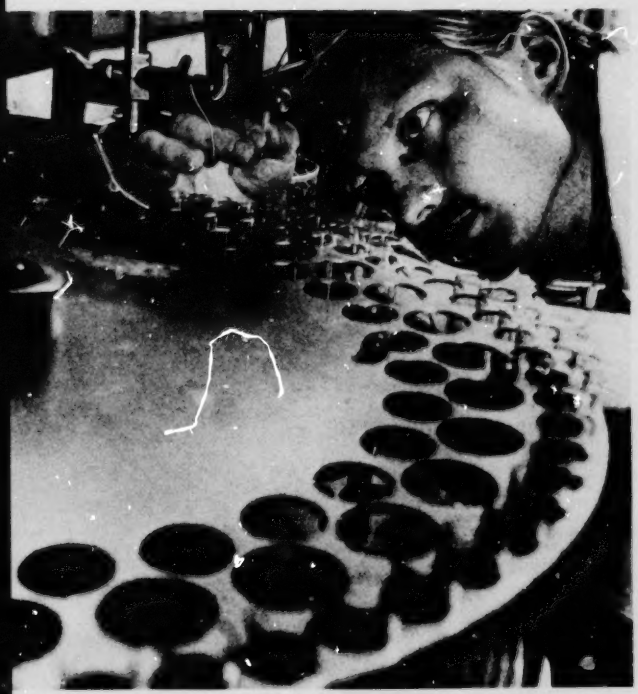
foundations of tradition and windows into the future.

Liberal arts colleges are introducing more work in ethics and foreign cultures, technology and quantitative skills. St. Olaf College in Minnesota has a "Bridges" project whereby faculty members take full-time assignments in nonacademic settings to sharpen their sense of the connections between liberal arts and

"Excellence in the humanities should be a top priority for colleges and universities. . . . In a rapidly changing world, the vitality of American business depends on the quality of its leaders; and that quality is determined in large part by the quality of education they receive."—*JAMES FERGUSON, Chairman of the Board, General Foods Corporation*

work. And business executives are studying liberal arts courses at Williams, Dartmouth, Wabash and other campuses. As Charles Brown, chairman of the board at AT&T, said, "There is a place—and a central place—for the liberal arts graduate in business. That's the good news. The bad news is that the good news is not better known."

HOW AMERICANS CAN HELP HIGHER EDUCATION



American higher education is clearly renewing itself for the new conditions that the American people face, creating an academic structure that will keep the nation vigorously competitive. But renewal is expensive. Americans in all walks of life must see higher education as the one investment we absolutely must make if we are to have a bright future. Consider just a few facts.

One-third of the existing physical plant in higher education was built prior to 1950 and needs renovation. Old buildings, leaking roofs, out-of-date laboratories—repairs to higher education's plant alone are put at a cost of $40 billion.

New equipment—from microcomputers to modern devices for medical schools and university researchers—is urgently needed. Support for graduate education must be increased. As the Brademas Report on graduate education of 1983 noted, there are serious shortages of teachers in engineering, computer science, and other fields.

Graduate education is the pinnacle of our interdependent system of elementary, secondary, and postsecondary education. The nation's graduate schools train the teachers of college students, as well as experts in many fields. They produce the scientists and scholars with the knowledge, technical skills, and range of perception upon which depend the security of our nation, the vigor of our economy, and the intellectual and

aesthetic quality of our cultural life.

Faculty—productive, creative scholars—are the crucial ingredient. We must be certain that the supply of these persons is as strong as ever. And we should give them proper tools for their work.

Students and their parents are being asked to shoulder a larger share of the costs of higher education's transformation. Student aid from all sources, though much improved from the 1960s, dropped from $18 billion in 1981–82 to $16.1 billion this year, a drop in real dollars of 21 percent. Youth, especially those from disadvantaged families, must continue to receive support so that every talented person in the United States, regardless of color or capacity to pay,

"We've heard much about the poor condition of the nation's public infrastructure. As we demand that the potholes be filled, the bridges repaired, and old sewer lines replaced, we must not ignore a far more critical component of that infrastructure—our educational system. It is education that occupies a pivotal position in determining our economic growth and our quality of life. To allow our educational system to crumble is to invite disaster."—*PATRICK M. CALLAN, Chairman Western Interstate Commission for Higher Education*

can be trained for the tougher times that America faces.

As the United States is required to do business and politics in

more and more countries around the world, new support is needed for foreign languages, international exchanges, and proper guidance for the growing number of foreign students in U.S. colleges, who numbered 337,000 in 1982–83.

As the President's Commission on Foreign Language and International Studies noted, there are 10,000

"In today's world, knowledge of other cultures and languages is no less important for educated citizens than knowledge of literature or algebra."
—CLIFTON R. WHARTON, Chancellor, State University of New York

Japanese business representatives in the United States who speak English but fewer than 1,000 American business representatives in Japan, only a handful of whom speak Japanese. America's diplomatic, military, intelligence, and trade capabilities are all hobbled by the failure to invest in the needed expansion of international training.

The jobs of one in six U.S. production workers are directly dependent on international trade. Since 1960 the value of U.S. foreign trade has grown from 10 percent to 25 percent of our GNP.

Truly, America has a new urgency.

The country must understand that higher education is now the

indispensable fuel for America's continued progress. Human resources are the key. And education is the primary shaper of productive and creative human resources, of minds that make a difference.

Colleges and universities are transforming themselves to carry out their new mission. But they need major help in the transformation. Not just solid help of the traditional kind, but new forms of financial assistance.

We all need to see aid to higher education not as an expense, but as the principal investment in our own future. Quality higher education is now *everyone's* business. Collaboration to help America's colleges and universities must be more widespread than ever.

- State governments
- Foundations
- Corporations
- Alumni groups
- Cities and counties
- Parents' associations
- Individuals
- And, the federal government.

The federal government must provide the principal stimulus for urgently needed investments in facilities and equipment, in engineering and research, in graduate studies, in the talented poor and, indeed, all needy students, and in better foreign studies. In two recent public opinion polls, in August and September 1983, the American people have indicated their overwhelming support for

increased aid to higher education. Not only did 75 percent in one poll favor increased federal support and 84 percent in the other favor stronger state aid for colleges and universities, but in both surveys the percent of public opinion behind increased education aid was above that of three years ago. Americans feel that only money for medical research and health is more urgent than more federal aid to colleges and for needy students.

But the day of letting Uncle Sam carry most of the load is over.

"The future of young people and the Nation rests in large part on their access to college and graduate education. For this country reserves its highest honors for only one kind of aristocracy—that which the Founding Fathers called 'an aristocracy of achievement arising out of a democracy of opportunity.'"
—JOHN F. KENNEDY

The day of multiple investments, of cooperative support has begun. From now on, if America is to remain strong and prosperous, *all sectors* of the nation must collaborate as never before to support higher education.

Education is America's most important business. It demands—and deserves—our unfaltering investment.

HOW THE FEDERAL GOVERNMENT CAN HELP

As higher education becomes more central to American society, the federal government has an increasing responsibility for the vigor of higher education. Many of the national government's duties directly depend on talented, trained people and on research: national defense, industrial productivity, health care, advanced technology, international relations, freedom of opportunity, and maintenance of an enlightened citizenry.

"The value of education transcends its economic dimension, of course. Knowledge does not need to be justified in instrumental terms. But in our present period of fiscal belt tightening, it is well to remind ourselves of the connection between education and our collective well-being. A decline in our citizens' capacity to analyze, innovate, create, and communicate will condemn us all to a meager existence as it impoverishes our cultural and civic life together.—*ROBERT B. REICH, Professor of Public Policy, Harvard University*

At the very least, the federal government should support:

Equal opportunity for all Americans.

- financial assistance to students, especially those who desire to learn but have limited means
- special support for minorities and the handicapped

Research and graduate education.

- funds to carry out basic and applied research
- assistance with research instruments and equipment, including library resources
- fellowships for gifted young scholars

Assistance to colleges and universities in areas of national importance.

- support for foreign language and area studies and for student exchanges
- aid for engineering and technology, and instruction in engineering, mathematics, and science
- funds for work to improve medical health and reduce health care costs
- assistance for the best creative arts and international cultural exhanges

Non-government aid to higher education.

- tax incentives to encourage philanthropy
- leadership to foster private and corporate support

HOW STATE GOVERNMENTS CAN HELP

Every one of the 50 states benefits from high-quality higher education—as a major industry employing thousands of people, by helping to attract and retain businesses, through research on the environment, transportation, or public finance, as a contributor to good schools and teachers, through training of young persons for careers and productive lives.

"The United States must develop decision makers who can not only evaluate complex technical information but who have sufficient breadth . . . because the last decision must always be a value judgment."—*JOHN KEMENY, Former President, Dartmouth College*

Among other kinds of support, state governments should provide:

Strong public education in their states.

- adequate funds for state universities and colleges
- assistance for community colleges
- provision of appropriate faculty salaries
- grants for faculty development to equip instructors to shift to new fields

Assistance with capital funds for higher education.

- aid with financing construction and renovation at the campuses in the state
- funds for important equipment

Help to deserving students.

- funds for scholarships and loans

Support for academic research and training of special importance to the state.

- grants to spur economic development
- aid for the arts and historical projects
- help in protecting the environment

Ways to maintain diversity of educational opportunity.

- assistance for private colleges and universities and their students
- tax deductions for charitable contributions to education

HOW CORPORATIONS CAN HELP

Corporations need educated talent, technicians, scientists, and entrepreneurial managers. Corporations increasingly do business internationally and depend on new products or forms of service. Indeed, in 1982–83 corporations expanded their giving to colleges and universities by 25 percent over the previous year, despite the recession.

Corporations can most appropriately provide:

Support for basic and applied research.

- grants to faculty and graduate students who conduct research
- sponsorship of relevant projects
- special support for faculty in fields critical for corporate innovations (engineering, science, computers)

Aid for instruction.

- grants for training
- equipment such as computers or scientific instrumentation
- support for instruction of minorities
- gifts to support the work of outstanding scholars in some area of company concern
- help with mathematics, writing, management, science, economics,

"Our society must develop a consensus that industrial competitiveness on a global scale is crucial to our social and economic well-being. . . . While this effort will require the active participation of all segments of society working individually and together, the leadership for such an initiative can come from only one person: the President of the United States."

—R. ANDERSON, Chairman of the Board and Chief Executive Officer, Rockwell International Corporation

engineering, and other important programs

- support for foreign language teaching and purposeful student travel
- provision of internships and cooperative apprenticeships

Support for education among their own employees.

- aid for employee training programs to enhance skills
- release time for executives to study at universities
- assistance with college-industry educational ventures

General assistance to higher education.

- support for institutions which are doing work of unusual importance to society
- help to institutions struggling to renovate their facilities and programs
- support for the arts, music, and literature

A FEW FACTS ABOUT U.S. HIGHER EDUCATION

American higher education is a large and popular enterprise. Almost half of all high school graduates enroll in a college or university. No other country, except Japan, comes close to this college-going rate. Total enrollment in all institutions stood at 12.4 million in 1983, 52 percent of whom are women.

There are 3,280 institutions of higher learning, with the number of private and public institutions almost equal. Because public colleges and universities are on the average larger than independent institutions, the public sector enrolls 78 percent of all students. But almost half of the students in the public sector are enrolled in two-year community colleges.

In addition to the 12.4 million students enrolled for credit, there are approximately 13 million registrations in non-credit courses sponsored by colleges and universities. Of the 1.4 million degrees conferred in 1982, 70 percent were bachelor's; 22 percent, master's; 3 percent, doctor's; and 5 percent first professional (law, business, architecture, etc.).

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